

IMPLEMENTATION OPPORTUNITY



Oral Communication

Oral Communication: Listening



- What is it?
- What does it look like in classrooms?
- What does it sound like in classrooms?
- What does it feel like in the classroom?
- How is it taught?
- How do we assess and evaluate active listening?

A Variety of Purposes

- Following instructions and directions
- Understanding meaning in conversations
- Understanding and remembering information in lectures
- Evaluating message content
- Evaluating emotional meaning

3 Suggestions

Informational

Content

Listening to
recall, to do

Active Empathic Dialogic

Interaction

Listening to
build shared
understanding

Critical

Critical Stance

Listening to
interpret,
evaluate, and
take action

Listening Expectations

1.1 Purpose

- Focus attention
- Goal-setting

1.2 Active Listening Strategies

- Attending
- Acknowledging
- Supporting
- Being quiet
- Providing feedback

1.3 Using Listening Comprehension Strategies

- Restating
- Checking Perception

1.4 Demonstrating Understanding of Content

- Restating
- Summarizing

Listening Expectations

1.5 Interpreting Texts

- Summarizing
- Interpreting

1.6 Extending Understanding

- Reflecting
- Probing

1.7 Analysing Texts

- Analysing

1.9 Understanding Presentation Strategies

- Analysing

Informational Listening Skills

Listening Puzzle Activity:
Following Directions



Metacognitive layer:

How do you have to listen for this purpose?

What aspects affect the level of complexity?

Active Listening Skills



- Copy the title of this slide legibly in the space provided on your place mat.
- A piece of advice is buried in this title. To discover what it is, follow my oral directions.

Table Talk



Work with a partner. Use your place mat.

- What **barriers** to active listening does the puzzle activity highlight?
- What **listening skills** do learners require?

Evaluation 1.4 Demonstrating Understanding of Content



Performance task:

- follow instructions to complete a task,
 - e.g., trace a route on a map as directions are given orally

Strategies



- 1.1 Purpose
- 1.2 Active Listening Strategies
E.g., ask clarifying questionings
- 1.3 Using Listening Comprehension Strategies

Strategies

A decorative graphic consisting of a horizontal bar with a color gradient from dark purple on the left to bright yellow on the right. To the right of the bar is a large, stylized, multi-layered oval shape that tapers to a point, resembling a comet's tail or a signal, with a color gradient from dark brown to light yellow.

- I packed my bag... (Progressive story)
- Directed Listening / Thinking Activities
- LAPS (Listen, ask, picture, summarize)
- Circle Reading
- Point Of View Listening

Supporting students



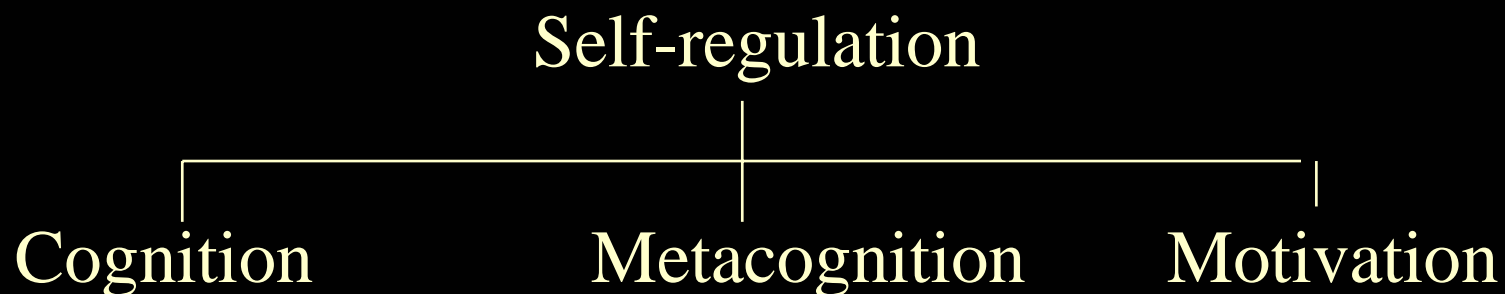
- Wait time
- Metacognitive strategies, e.g., asking questions before listening
- Imhof (2001) writes that students report more comprehension with metacognitive strategies

Implementation Opportunity

- How could you **scaffold** learners who are developing listening skills?
 - What are the steps or sub skills?
 - What could you do to model these?
 - What explicit direction or explanation could you give?
 - How could you provide opportunities for safe and supported practice?

Metacognition

- The knowledge of and, to some degree, the ability to control and reflect on one's own thinking
- The ability to know and apply appropriate thinking/literacy strategies when needed



Metacognition



- Literate students plan and monitor their literacy/thinking strategies at a metacognitive level
- Students need explicit instruction, modeling, practice and support to master metacognition

Distinction



- Asking yourself questions to increase your understanding of content is a cognitive strategy
- Asking yourself questions to monitor your comprehension is a metacognitive strategy

Metacognition



3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills

Metacognitive Prompts



- What strategies are you going to use to hold your thinking?
- How are you going to organize key information?
- How will you approach this task differently next time?

Metacognition



- Venn diagrams
- Stop, think, reflect
- Learning diary
- Double-entry journal
- Think alouds
- Study strategies, e.g., SQ3R
- Self-report

Implementation Opportunity



7-Step Modeling

- Work with a partner. Use the “7-Step Modeling” handout
- Design a lesson that teaches metacognitive knowledge and/or skill

***Not just the strategy, but *about* the strategy: how and when to use it, how effective it was

Active Listening Skills



Subtext Activity

Subtext Activity

- The next slide contains a brief excerpt from a dialogue between two students.
- Work with a partner. Use your place mat.
- Identify the intended and delivered messages for each speaker.
- Identify active listening strategies that could promote understanding and resolution of the situation.

Subtext Activity



Kim: I'm sorry I've been away. I feel really nauseous. My doctor said I should really come to school part time, but I don't want to drop any courses. I prepared something for the presentation.

Lee: You've missed the whole group work process, a whole week. We already have something for that part.

Implementation Opportunity



Methods for assessing active listening skills:

- Observation checklist
- Likert-type scale

N.B. Range of contexts, purposes, interactions

Evaluation: Oral Communication



Listening to Understand
and Beyond

Text Selection



Consider

- Texts intended for oral communication; typical oral language
- Interest (motivation)
- Length (memory)
- Familiarity (prior knowledge)
- Structural cues (transitions)
- Level of difficulty (complexity)



Complexity

Content

Narrow..... Wide & Deep

Familiar..... Unfamiliar

*One issue..... Interdisciplinary,
professional, social issues*

Limited detail..... Numerous details



Complexity

Language

Concrete.....Abstract

Informal, non-specialistFormal, Technical

StableAmbiguous

Linearnon-Linear

SimpleComplex



Complexity

Context

Predictable.....Shifting

Response.....Negotiation

Clearly defined role.....Adaptability

Familiar audience.....Challenging Audience

Low Risk.....High Risk

10 minutes.....1 hour

Pre-Listening



- Maps, Pictures, Graphs
 - Vocabulary
 - Anticipation Guide
 - Making and Adjusting Predictions
 - Know, Want to Know, Learned
- * Planning and preparation (metacognition)

During Listening



1. Selection
 2. Top-down strategies:
 - Listener-based
 3. Bottom-up strategies
 - Text-based
- * Use flexibly and interactively*
- * Monitoring and fixing up comprehension*

Post-listening



- Consolidating understanding
- Responding to text
- Reflecting on text

* Evaluating and reflecting on listening

1.4 Demonstrating Understanding of Content

- **Structured Retell**
 - Working in pairs
 - Conferences
- **Frames** (Robert Marzano)
 - Narrative
 - Argument
 - Definition
- **Graphic Organizer**
- **Structure**
 - Who?
 - Goal?
 - Problem?
 - Solution?
 - *Somebody...Wanted...But...So*
- **Question Matrix**
 - Carol Koechlin

1.8 Critical Listening

- *Ethos*

Is the speaker credible?

- *Logos*

Is the evidence accurate and complete?

- *Pathos*

What strategies is the speaker using to persuade me?

Table Talk



- Work with a partner.
- Use the back of your place mat and the examples for specific expectations for listening (next slide)
 - *E.g., listen to an oral presentation to determine the main ideas and relevant supporting details*
- In which category or categories would you evaluate this task?

Examples

- *E.g. use a graphic organizer to summarize the content of a podcast (1.4)*
- *E.g. listen to the dialogue in a radio commercial to identify the product, setting, and main idea (1.5)*
- *E.g., compare the ideas in an oral text to those in a song on the same topic (1.6)*

Effective Listening



- What do you *think* about listening?
- What do you *feel* about listening?
- What do you *do* about listening?

QUESTIONS

